

USC School of Architecture

ARCH 528: Urban Housing: Types and Typologies

Units: 2

Fall 2017 Monday - 10am-11:50am

Location: Clipper Lab, Watt Hall, School of Architecture

Instructor: Adjunct Associate Professor Jennifer Siegal

Office: WAH 351

Office Hours: By appointment

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Eames



Maltzan



Unknown Dingbat

Course Description

The course explores themes chosen from well over half a century of architectural interests, concerns and obsessions from Modern to present Post-Vanguard dwelling in and around a multi-centralized Los Angeles. Lectures cover debates over style, technology, materials, scale, and building codes among others. These topics are placed within the context of first hand sources and site visits -- the technologies of their representation and construction in order to locate specific typological shifts in the development of these urban dwelling(s).

Working in teams of two, students will conduct a series of short investigations, shared with the class via visual, diagrammatic, and textual analysis. Each student will select one of these projects for extended research and development, which will be included in a class book produced at the end of the term. The course requires an analysis of how the selected work responds to specific architectural principles – ranging from unique uses of materials, environmental strategies, economic constraints, production and installation trends and geographic diversity.

Discussions and readings reference the single family house – John Entenza's Case Study house competition for Arts & Architecture magazine, Reyner Banham's LA, the works of Aia, Koenig, Lautner, Neutra, Schindler and Wright and segue into contemporary Perimeter block and infill, Low-rise clusters, rows, courtyards, Dingbat, Mat type, High-rise slabs and towers, Michael Webb's *Building Community*, and the multi-family (striving for below-market) works of Daly, Konig Eizenberg, Maltzan, O'Herlihy, and Tighe.

Learning Objectives

Critical Thinking and Representation: Students will learn to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Students will be expected to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Studies of History and Local Culture: The course offers the understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

Integrated Architectural Solutions and Research: Students will be asked to understand theoretical and applied research methodologies and practices used during the design process by studying the work of their Professor.

Technological Proficiency and Hardware/Software Required

Students must be able to create a PowerPoint presentation and work in small teams.

Required Readings and Supplementary Materials

Banham, Reyner, Los Angeles: The Architecture of Four Ecologies, University of California Press, Second Edition 2009

Entenza, John: Arts & Architecture Magazine, The Case Study House Program

Lubell, Sam, Living West: New Residential Architecture in Southern California, Monacelli Press (New York) 2009

Phillips, Stephen, ed., L.A. Ten Interviews on Los Angeles Architecture 1970s-1990s, Lars Muller Publishers (Zurich) 2014

Siegal, Jennifer, ed., Mobile: The Art of Portable Architecture, Princeton Architectural Press (New York) 2002

Thurman, Grant, Joshua G. Stein, Dingbat 2.0: The Iconic Los Angeles Apartment as Projection of a Metropolis, DoppelHouse Press (Los Angeles) 2016

Webb, Michael, Building Community: New Apartment Architecture, Thames & Hudson (New York) 2017

On-line Resource: www.housingprototypes.org

Description and Assessment of Assignments

This is a very rigorous course and relies on your engagement and self-motivation. You are expected to come to class prepared to discuss the readings, the projects and follow up with the assignments as given. There will be independent work time required out of the scheduled course time to complete the work.

If you are not familiar with blackboard and have difficulty using it, USC has a great consulting service that is available free of charge 24/7. Please call 213-740-5555 and choose Option 3. <https://blackboard.usc.edu/>

Grading Breakdown

Assignment	% of Grade
Site Visits and Responses	20%
Lectures and Responses	20%
Critical Readings and Responses	10%
Final PowerPoint Presentation	40%
Participation	10%
TOTAL GRADE	100%

Assignment Submission Policy

Assignments follow the course weekly schedule. Submission will be via Blackboard or to be collected during class by the Professor.

Additional Policies

In this class, attendance is very important. Because much of the learning takes place through the tours we take of important houses, it is imperative that you take class attendance seriously. Having said that, I know many students have complicated schedules and weekends are often the only time available for other important events. Some of the buildings we visit are publically accessible and can be visited outside of the class period. Other assignments are available for “making up” a missed class period but this must be negotiated with the instructor.

Earlier in the document, grading policies were described in detail. Class attendance is measured through your participation in class discussions, the blackboard takeaways and in-class Q+A. This amounts to 10% of your grade. If you do not attend class—your participation grade will likely suffer. Students will be noticed at mid semester and/or toward the end of the semester if they have missed more than 2 classes.

If you are more than 30 minutes late for class you have essentially missed the class. Students that arrive more than 10 minutes after class begins are considered tardy. Coming to class a few minutes early (if possible) is always a good idea. Books will be available for you to review and conversations with the instructor and student colleagues are often very productive before class begins.

Course Schedule: A Weekly Breakdown

In addition to in-class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing, and other academic activities. For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester. (Please refer to the Contact Hours Reference, located at usc.edu/curriculum/resources.)

<i>Week 1</i>	M	August 21 Course Introduction: Build your home Exercise and Pin-Up
<i>Week 2</i>	M	August 28 Site Visits: Eames House - Case Study #8: 203 Chautauqua Blvd, Pacific Palisades 90272 James Tyler Architects: 169 West Channel Road, Santa Monica 90402 Readings and Written Responses Banham, Reyner: <i>Los Angeles: The Architecture of Four Ecologies</i> (30 pgs.) Entenza, John: Arts & Architecture Magazine, The Case Study House Program (10 pgs.)
<i>Week 3</i>	M	Sept. 4 LABOR DAY: HOLIDAY
<i>Week 4</i>	M	Sept. 11 Lecture by Jennifer Siegal: Materials and Style: Mid Century Modernism
<i>Week 5</i>	M	Sept. 18 Site Visit: Star Apartments, Michael Maltzan Architects: 240 E 6th St, Los Angeles 90014
<i>Week 6</i>	M	Sept. 25 Lecture by Stephen Phillips: LA Ten Readings and Written Responses Lubell, Sam, <i>Living West: New Residential Architecture in Southern California</i> (21 pgs.) Phillips, Stephen, ed. <i>LA Ten Interviews on Los Angeles Architecture 1970s-1990s</i> (tbd)
<i>Week 7</i>	M	Oct. 2 Lecture by Thurman Grant: Dingbat 2.0 Readings and Written Responses: Thurman, Grant, Joshua G. Stein, eds., <i>Dingbat 2.0: The Iconic Los Angeles Apartment as Projection of a Metropolis</i> Essay by Steven Treffers: The Rise and Fall of the Dingbat Apartment (12 pgs.)
<i>Week 8</i>	M	Oct. 9 Lecture by Jennifer Siegal: Technology and Codes: Modular Readings and Written Responses: Bratton, Benjamin: <i>iPhone City (AD)</i> (12 pgs.) Siegal, Jennifer: <i>Mobile: The Art of Portable Architecture</i> Introduction: Age of New Nomadism (12 pgs.)
<i>Week 9</i>	M	Oct. 16 Lecture by Michael Webb: Building Community Readings and Written Responses: Webb, Michael: <i>Building Community New Apartment Architecture</i> Introduction (15 pgs.)

<i>Week 10</i>	M	Oct. 23 Lecture by Jennifer Siegal: Site and Materials: High-rise vs Mat Type Scale and Economy: Multi-Family	
<i>Week 11</i>	M	Oct. 30 Lecture by Scott Uriu: Los Angeles Residence	
<i>Week 12</i>	M	Nov. 6 FINAL Student Presentations	(Teams of 2; PowerPoint)
<i>Week 13</i>	M	Nov. 13 FINAL Student Presentations	(Teams of 2; PowerPoint)
<i>Week 14</i>	M	Nov. 20 FINAL Student Presentations	(Teams of 2; PowerPoint)
<i>Week 15</i>	M	Nov. 27 FINAL Student Presentations	(Teams of 2; PowerPoint)

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.